



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Raymond Elementary School

SAU: RSU 14

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2012-2013 NCLB Report Card



School: Raymond Elementary School
SAU: RSU 14
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	43	43	100	65	66	70	14	51	26	9	43	0	0
	2011-2012	52	52	100	62	70	72	8	54	27	12	51	1	0
Female	2010-2011	24	24	100	63	70	74	21	42	29	8			
	2011-2012	21	21	100	62	75	77	5	57	33	5			
Male	2010-2011	19	19	100	68	63	66	5	63	21	11			
	2011-2012	31	31	100	61	66	68	10	52	23	16			
Caucasian/White	2010-2011	41	41	100	68	66	71	15	54	24	7			
	2011-2012	50	50	100	62	71	73	8	54	26	12			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	2	2	100			67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	16	16	100	44	53	58	6	38	38	19			
	2011-2012	16	16	100	63	56	62	6	56	19	19			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	5	5	100		19	34							
	2011-2012	11	11	100	18	19	36	9	9	45	36			
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Raymond Elementary School
SAU: RSU 14
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	59	58	98	78	69	67	21	57	19	3	58	0	0
	2011-2012	48	47	98	70	67	71	15	55	17	13	47	0	0
Female	2010-2011	32	31	97	77	73	72	26	52	23	<1			
	2011-2012	27	27	100	70	69	75	15	56	19	11			
Male	2010-2011	27	27	100	78	65	63	15	63	15	7			
	2011-2012	21	20	95	70	66	67	15	55	15	15			
Caucasian/White	2010-2011	59	58	98	78	70	68	21	57	19	3			
	2011-2012	47	46	98	72	67	72	15	57	17	11			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	1	1	100			57							
Economically Disadvantaged	2010-2011	19	19	100	68	54	56	21	47	26	5			
	2011-2012	18	17	94	35	42	60	12	24	35	29			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	8	8	100		29	29							
	2011-2012	8	7	88		17	35							
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

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2012-2013 NCLB Report Card



School: Raymond Elementary School
SAU: RSU 14
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	43	43	100	63	60	61	14	49	19	19	43	0
	2011-2012	52	52	100	62	64	64	15	46	25	13	51	1
Female	2010-2011	24	24	100	54	52	59	13	42	21	25		
	2011-2012	21	21	100	62	65	63	19	43	24	14		
Male	2010-2011	19	19	100	74	67	64	16	58	16	11		
	2011-2012	31	31	100	61	63	65	13	48	26	13		
Caucasian/White	2010-2011	41	41	100	66	60	63	15	51	17	17		
	2011-2012	50	50	100	62	66	65	16	46	24	14		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	2	2	100			59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	16	16	100	38	40	49	6	31	25	38		
	2011-2012	16	16	100	63	52	52	6	56	19	19		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	5	5	100		19	35						
	2011-2012	11	11	100	27	34	35	<1	27	45	27		
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Raymond Elementary School
SAU: RSU 14
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	59	58	98	76	60	60	24	52	16	9	58	0
	2011-2012	48	47	98	62	62	66	19	43	21	17	47	0
Female	2010-2011	32	31	97	71	58	60	26	45	16	13		
	2011-2012	27	27	100	56	59	65	15	41	22	22		
Male	2010-2011	27	27	100	81	62	61	22	59	15	4		
	2011-2012	21	20	95	70	64	67	25	45	20	10		
Caucasian/White	2010-2011	59	58	98	76	61	61	24	52	16	9		
	2011-2012	47	46	98	63	61	67	20	43	22	15		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	1	1	100			57						
Economically Disadvantaged	2010-2011	19	19	100	63	51	48	26	37	16	21		
	2011-2012	18	17	94	24	37	54	<1	24	35	41		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	8	8	100		26	31						
	2011-2012	8	7	88		17	37						
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Raymond Elementary School
SAU: RSU 14
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 99 M: 99	E: 99 M: 99	68	E: 68 M: 75	E: 70 M: 73	100	E: 99 M: 99	E: 99 M: 99	70	E: 64 M: 68	E: 65 M: 62	96	96	95
Caucasian/White	100	E: 99 M: 99	E: 100 M: 99	69	E: 69 M: 75	E: 71 M: 74	100	E: 99 M: 99	E: 99 M: 99	70	E: 65 M: 68	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 99 M: 98	E: 99 M: 99	57	E: 53 M: 59	E: 60 M: 62	*	E: 99 M: 98	E: 99 M: 99	50	E: 48 M: 51	E: 52 M: 48			
Students with Disabilities	*	E: 98 M: 95	E: 98 M: 98	23	E: 21 M: 29	E: 34 M: 34	*	E: 98 M: 95	E: 98 M: 98	38	E: 33 M: 26	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Raymond Elementary School
SAU: RSU 14



Maine Teacher Quality Data

Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	11	2	7	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.